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The Handicapped Children Project (HCP) was established to ascertain the southern region's needs and resources in special education teacher training programs. It was intended to encourage inservice training, to assist in planning for cooperative use of training and research resources, to provide information to states, and to assist in planning student recruitment. Professionals in the field donated time to attend conferences, to plan, and to do research and writing on activities they had agreed to handle. Consultations were held with schools or agencies with problems; communication by phone, mail, and convention attendance was used to obtain information from various groups, persons, or organizations in the South; assistance was given to colleges to help them in teacher preparation; and research proposals were submitted for funding. Regional cooperation and planning were elicited. A major accomplishment was the avoidance of duplication of efforts by cooperating institutions; other results were preparation of a monograph on special education teachers, improvement of professional standards, establishment of guidelines for state certification, and preparation of a recruiting film. Recommendations for future regional activities and questionnaires used in regional surveys are included. (RP)

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FINAL REPORT

Project No. 5-0955
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Handicapped Children Project

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U. S. DEPARTMENT OF
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Stanley E. Fudell

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U. S. DEPARTMENT OF
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-- Augustus C. Blanks, Head, Division of Special Education, Southern University and Agricultural and Mechanical College, Baton Rouge, Louisiana

-- Margaret Booker, Field Director, Special Education, Instructional Materials Center, University of Texas, Austin, Texas

-- Stella A. Edwards, Director, Division of Special Education, State Department of Education, Frankfort, Kentucky

-- Jasper Harvey, Chairman, Department of Special Education, University of Alabama, University, Alabama

-- Mamie Jo Jones, Coordinator, Division for Exceptional Children, State Department of Education, Atlanta, Georgia

Consultants

-- Lloyd M. Dunn, Director, Institute on Mental Retardation and Intellectual Development, George Peabody College for Teachers, Nashville, Tennessee

-- William C. Geer, Executive Secretary, The Council For Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C.

-- William G. Wolfe, Chairman, Department of Special Education, University of Texas, Austin, Texas

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Stanley E. Fudell
Project Director

The Southern Regional Education Board

Since its inception in 1949 the Southern Regional Education Board (SREB) has in various ways been committed to meeting the needs of exceptional children. The Board has shown its commitment through use of staff and significant allocations of funds in several projects. The Handicapped Children Project here reported is evidence of the continued interest of the Southern Regional Education Board in the education of the exceptional child.

The Board was established by interstate compact as a public agency and now includes 15 member states[1] cooperating to improve higher education. It conducts cooperative programs across state lines aimed at providing better graduate, professional, and technical education in the South. Some of its activities include studying the South's problems and needs in higher education; finding ways of solving these problems through region-wide cooperation; administering student exchange programs between states and institutions; serving as an information center on educational activities in the region; and providing consultant services to states and institutions on problems related to higher education. The SREB has no coercive power and its success depends entirely on the interest and cooperation of participating states and institutions. Board membership is composed of the governor of each compact state and four other persons, one of which must be a legislator and one an educator appointed by the governor. SREB is supported by state, Federal, foundation, and other funds.

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[1]Fifteen member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Tennessee, Texas, South Carolina, Virginia, and West Virginia

Introduction

This report concerns itself with the planning and implementation of regional activities in special education. It contains a description of the objectives, purposes, and implementation of regional activities which dealt with the education and training of handicapped children. The Handicapped Children Project (HCP) was funded by the USOE for a period of three years, commencing in June 1964. The HCP via extensions in time terminated in December 1967.

The HCP methods were not statistical in nature. There was no research design seeking the acceptance or rejection of stated hypotheses. The "modus vivendi" of the HCP was to operate within the broad framework of its original proposal, but to modify its direction at the suggestion of its Advisory Committee or in response to the needs of professionals in Special Education within the Region.

For purposes of clarity, the section on Results and Discussions is divided into the four headings of Consultation, Communication, Training, and Research. A thumbnail description of the HCP is provided in Appendix A. Because of the varied activities of HCP, some must be slighted. However, a study of the thumbnail description will enable the reader to grasp the breadth and scope of regional action in Special Education.

SUMMARY

A Regional Approach to Training and Research
in the
Education of Handicapped Children

When the Project was initiated, the first move was to establish an advisory committee made up of competent professionals from the various exceptionalities of special education who served either on faculties or as administrators in state departments of education. This group, though small, assured a regional approach to the objectives of the Project. The group is also responsible for defining those objectives that had been stated in the proposal to the Bureau of Education for the Handicapped, with the result that the Project was able to modify its activities in a highly effective way to meet new demands from the field.

The initial objectives were to ascertain the region's needs and resources in special education programs at both undergraduate and graduate level, to insure that these would be considered in future program planning, and to assure that quality would be maintained and improved as training programs evolved. It was also intended to encourage the development of appropriate in-service training and continuing education for special educators, to assist in planning and coordination among the region's states and institutions for the effective use of special education training and research resources, and to provide information to the states and their institutions about needs for training and research in special education. Finally, the project was to assist in planning recruitment of students to careers in education of handicapped children, research in their educational problems, and general improvement of curriculum.

Only a few of the activities undertaken from the Project can be discussed. Probably the most significant is the report, Teachers For The South's Handicapped Children, 1964-65. This study, now printed, is included in the appendix to this report.

Cooperative efforts in areas of exceptionality which were either not developed or not fully developed in the South were undertaken. Two are of particular significance. They are the Cooperative Program for the Emotionally Disturbed Child and the Cooperative Program for the Child With Learning Disabilities.

Another major activity under the Project was consultation. This took place both at meetings and through individual calls at universities or colleges by the Project Director. The extent of this and various other activities is shown in the appendix. Suffice it to say that the Project was of key importance in assisting university and the state department personnel in developing new programs and seeking financial aid.

Communication was another significant activity of the Project. Various memoranda were circulated, small committees carried out planning, and the study on Teachers For The South's Handicapped Children, 1964-1965 will provide a major source of information for institutional and educational planners.

Training was an important aspect of the Handicapped Children's Project. New content and new methods have been brought to college faculty, state education department personnel, and to college administrators. Serving this purpose was the important Colloquium co-sponsored by the University of Texas and SREB in the spring of 1965. Special workshops also have been held in conjunction with the Kennedy Foundation for fostering physical fitness and recreation programs for the mentally retarded A workshop was held at the George Peabody College for Teachers on the diagnosis of brain damage of school-age children. Another important training program was the conference on "Rehabilitation In Special Education," co-sponsored by Columbia University and the Southern Regional Education Board HCP during the summer of 1966.

The Handicapped Children's Project has been involved directly or indirectly in much of the special education research in the region. Many proposals by institutions have been examined and criticized, often by a committee of the Project. The problems of recruiting prospective teachers of the handicapped were researched, and the Advisory Committee felt that a modern recruiting film could be based on those results. This film was completed under a separate grant, and is now available in the state departments of education of the SREB states and the National Medical Audiovisual Center in Chamblee, Georgia. Of greatest importance was the research that provided the recommendations for future regional action. In general these suggest that the organization of new college programs be slowed and the professional personnel to man them properly be increased. But the primary objective of future regional planning should be to improve the existing programs, to utilize all resources, and to develop new curricula whenever needed. Such things as standards, competencies, and communication between all interested parties should be increased and improved as much as possible.

Methods

Methods used to implement regional action are based on requests of professionals in the field who feel the need for cooperative interaction. The HCP acted mainly as a catalyst and effectuator. The actual work was largely accomplished by professionals in the field who were willing to take time from daily activities to come to conferences, to plan, to do research and writing on the activities they had voluntarily accepted, and to share this knowledge with like-minded professionals.

The HCP followed a basic pattern in most of its activities. At its inception, an Advisory Committee of six persons from the various exceptionalities in Special Education was appointed. They were to serve as planners. At the initial meeting, several broad activities were charted. However, sufficient leeway was provided for the director to be able to react to needs from the field.

An example of such need was the education and the preparation of teachers for children with learning disabilities. In 1963-1964 when the proposal was written and the Project commenced its activities, this exceptionality had as yet to make its presence felt in the South. Yet when the need arose in early 1965 for such activities the HCP, with the concurrence of the Advisory Committee, canvassed the SREB Region, and a regional group of interested professionals was formed. This group has met from September, 1965, to April, 1967, and mutually planned activities in this evolving exceptionality. These activities included the formation of committees to prepare papers on the various aspects of the education and preparation of teachers for children with learning disabilities. The

culmination of these activities was preparation of a monograph by the members of this regional group. This monograph is to be published and distributed by SREB during 1968.

The Advisory Committee based its selection of activities on their appropriateness for regional, interinstitutional action. If a suggested activity might better be undertaken by a state or national agency, it was referred to one.

Typically this principle was employed in the following manner: the Project Director received many requests for assistance of one kind or another from the field. The Advisory Council membership itself made many suggestions. All, however, were subjected to scrutiny of the Advisory Council--and rather often from interested experts outside the Council--to determine if a regional activity best met the need. If it did, the HCP Director then moved to carry out the proposed activity. The Project Director would arrange and effectuate the activities suggested by a smaller planning committee chosen by the larger group. These activities might include meetings of the group, mutual use of consultants, or trips to places which would be valuable to them. The important underlying theme was always that once the need for regional action was established, the activities revolving around this need were planned and implemented by the group itself with the Project Director acting to carry out the group's directions.

Proof of this is the simple fact that the Project's staff consisted of a director, a secretary, and the SREB. No one person could have begun to implement the activities that the HCP accomplished. Full and well-deserved credit is due the professionals in the field who saw the need for

regional action and were willing to work to meet these needs. SREB is a voluntary compact supported in its activities by professionals who volunteer to cooperate. In every instance, those proposing an activity answer the question, "What can we do better together that we can't do alone?"

Results and Discussion

This section of the report can only relate and discuss the activities undertaken. Most of the activities could not be measured by quantitative methods, therefore ruling out any statistical treatment. The best evidence the Director could apply to HCP activities was the excellent response and cooperation given to calls for mutual activities, such as attending meetings and returning questionnaires.

One example of this was a meeting co-sponsored by the SREB and the Bureau of Education for the Handicapped concerning revisions in the instruction manual and application forms relating to traineeships and fellowships under Public Law 85-926 as amended. From the institutions of higher education in the SREB area offering special education teacher training programs, over 65 individuals attended this meeting at their employers' expense.

This section of the report is divided into the subsections of Consultation, Communication, Training, and Research. The discussion will necessarily have to skip across subsections where activities evolved from the phase of communication to planning to implementation, but bear on the most important aspects of regional activity. This is not meant to lessen the value of the undiscussed activities but only to illustrate activities

which were more exemplary of groups of individuals meeting together to alleviate or solve mutual problems.

Consultation

Many of the activities under the heading of "consultation" were responses of the Project Director to individual requests for advice. Many of these dealt with the opening of new special education teacher training programs. In 1964 there were several high-density population areas and states in the South without a sufficient number of training programs. The Director consulted with people in these areas to assist them in developing new programs and seeking financial aid.

In the area of consultation one other item should be noted. In late 1965, three universities writing proposals seeking Special Education Instructional Material Centers separately contacted the Director for suggestions and data to reinforce their individual proposals. Each university was unaware of the others' interest. The Director arranged a meeting between representatives of the three schools, the director of one of the prototype centers, and a representative from USOE. The results of the meeting was that all three universities decided to submit proposals pledging cooperation and united efforts between the three new and the prototype centers, including all phases of operation, activities and consultive advice to all states in the SREB region. All three proposals were funded and the cooperative aspects of the centers were coordinated with the national ERIC system.

Communication

The major activities in communication centered on efforts preparing for further regional activities. Wherever feasible, all institutions having special education teacher training programs were invited to participate in any activities they felt would be beneficial to them.

One form of communication used was the long-distance conference call. It served the purpose of getting a maximum of interaction on a single issue without wasting time and effort. These calls were helpful in nominating and forming smaller planning committees and getting a consensus of what specific items to include on the agenda of meetings.

Probably the major item in this category is the study titled "The South's Handicapped Children 1964-65." This study was a follow-up of a study made in 1954 and sought the same type of data. The study sought information from the 15 states in the SREB area concerning the number of handicapped children receiving special education services in tax-supported public day and residential schools. It also sought data on the number of graduates, including people preparing for college teaching and administrator positions.

Questionnaires were sent to all accredited institutions offering the baccalaureate or higher degrees, state residential schools for the visually and hearing handicapped, state mental hospitals, state institutions for the retarded, and state directors of special education. Information was obtained from 98.7 percent of a total of 580 questionnaires. This study was published in the fall of 1967. The data included in the study should provide a sounder

basis for future planning for handicapped children in the South. (See appendix)

Special mailings were sent to all special education professionals and some selected groups of other professionals. An example is a mailing sent out to universities preparing speech pathologists, to presidents of state organizations affiliated with the American Speech and Hearing Association (ASHA), and to state directors of special education.

The mailing concerned itself with Public Law 89-749 which provides funds for state comprehensive health planning. ASHA was concerned that children with communicative disorders would be left out of such state plans. ASHA initiated regional meetings to inform their constituents of the bill and the need to inform other speech professionals. One such meeting took place in Atlanta. Southern speech people at this meeting were of the considered opinion that the HCP of SREB would be the proper means to alert the 15 Southern states to Public Law 89-749 and its ramifications.

The HCP Director was contacted, and a meeting was arranged between representatives from the regional office of HEW who were knowledgeable about the bill, and leaders in the area of speech pathology. The result of this meeting was a memo explaining the bill, suggesting steps for state ASHA associations to take in cooperation with university training programs and state departments of special education. Also included in the memo were published materials for the Public Health Service of HEW further elaborating on Public Law 89-749. There were other similar mailings during the course of the HCP which attempted to clarify and offer information to individuals concerned with handicapped children.

Another minor means of communication was the attendance of the Director at national, regional, and state meetings. Communication took many forms, but primarily the objective was to send out information which was useful to administrators and teachers in state departments and special education teacher training programs.

Training

The bulk of the HCP activities in the area of training centered around the preparation of teachers for handicapped children. These activities had several objectives. First assistance was given in the development of the two new college curricula preparing teachers for children with learning disabilities and children with emotional disturbance.

In 1964 there was only one university in the South which had a complete professional sequence preparing teachers for Emotionally Disturbed Children (EDC). Four more universities had received development grants to begin such programs. Two more universities were beginning to develop such programs. The seven schools, Duke University, the Universities of Florida, Georgia, Maryland, Virginia, and Texas, and the Peabody College for Teachers were polled and asked if they wished to meet and plan activities which would enhance the development of their new teacher preparation programs for EDC. The group met initially in late 1964 and have continued to meet periodically and have planned several activities. These included exchange of ideas, course work internships, student selection, and other pertinent information relating to their teacher preparation programs.

The group, now comprised of 17 schools, met last in the spring of 1967

and decided to form a Consortium which would encompass all aspects of preparation of teachers for EDC and college faculty to prepare such teachers. A brief prospectus was written and forwarded to USOE for reaction. A favorable reaction was received and a small subcommittee is preparing a proposal seeking funds to implement the Consortium.

Among the activities of this group was the bringing in of a consultant from England who met with the group in Atlanta. The consultant also visited each campus for a period of two days and advised each program. This activity is a good example of regional action. It would be difficult for any one university to bring such a consultant from Europe. However, when costs were shared by SREB and the individual universities in the group, the use of this consultant became a feasible one.

In addition, the group visited the University of Montreal's program for EDC. The visit was arranged in advance and an excellent schedule of activities arranged, thereby providing a more favorable and meaningful visit.

Another activity assisting in the development of a new curriculum was in the area of preparing teachers for children with learning disabilities (CLD). This curriculum made itself felt in the South in 1965. The institutions in the South were polled concerning their interest in this evolving exceptionality, and a regional group was formed. The group met several times and included one educational meeting. The group wished to hear proponents and classroom practitioners of what they considered the four schools of thinking in the education of CLD. Such a seminar was arranged

and it allowed the group initially to have a mutual foundation upon which to plan their individual programs.

The group then decided to form subcommittees to prepare position papers on the various aspects of the education of CLD. These papers were reviewed by the entire group in subsequent activities and have appeared in a monograph published in the fall of 1967.

Each of these groups have welcomed universities and colleges as they enter into these new curricula. Cadres of experienced professionals are thus available in the new program. The philosophy of both groups has been one of sharing and mutual cooperation on a regional basis.

Another important aspect of training was the bringing of new content to college faculty, state education department personnel, and college administrators. One example of this was a Colloquium co-sponsored by the University of Texas and SREB in the spring of 1965.

Many institutions of higher education at this time were beginning teacher preparation programs in special education. Many college administrators were unaware of the aims and objectives of special education. Therefore it was felt that a Colloquium aimed at college administrators should be planned and implemented. The Colloquium resulted in better interaction between teacher education programs in special education and administrators.

Formation of two groups of college faculty preparing teachers for the hearing handicapped child and the visually handicapped child provided

much exchange of information and experiences. These two groups have met intermittently to analyze and discuss developments pertinent to the preparation of teachers for the two types of handicapped children.

The SREB, the New Instructional Media Center for the Deaf at the University of Tennessee, and the Captioned Film Branch of the Bureau of Education for the Handicapped co-sponsored a workshop on new instructional media for Deaf in the spring of 1967. At this time the college faculty were introduced to new media and actually learned how to use it. The workshop included all information on sources, uses, costs, and much else pertinent to new instructional media. Since this workshop the new media have been spread to many schools through the graduates of deaf education programs.

Another example of the introduction of new content was the planning and implementation of a workshop on diagnosis of brain damage in school-age children. This workshop was planned to meet the developing need of state-level psychologists and state department personnel. Many of these state-level people wanted more information concerning this area of knowledge. SREB and George Peabody College for Teachers co-sponsored this workshop in the summer of 1965. The faculty of the workshop was asked to prepare a publishable paper as part of their participation. The Director of the workshop edited the papers and the Council of Exceptional Children agreed to publish the proceedings. They were published in the winter of 1967-68.

In the South many public school programs were beginning to formulate secondary school work-study programs for handicapped teen-agers. To aid in this development SREB and the project "Rehabilitation in Special Education" of Columbia University co-sponsored during the summer of 1966

a conference focused on the preparation of work-study teachers of the Mentally Retarded. The proceedings were published and disseminated in the fall of 1966.

Currently the Kennedy Foundation has as one of its objectives the fostering of physical fitness and recreation programs for the Mentally Retarded. The SREB initiated a proposal seeking funds to stage three sub-regional workshops introducing such content into teacher education and state departments in both special education and physical education. The proposal was funded and three workshops were co-sponsored and held by SREB and the Kennedy Foundation in Dallas, Texas; Atlanta, Georgia; and Greensboro, North Carolina. Institutions of higher education were invited to send college faculty from both the special education and physical education teacher training programs. In addition, both disciplines from state departments of education and state planning agencies for the retarded were invited. All members from each state were obligated to cooperate in planning several similar workshops in their states. A publication covering the proceedings of the workshop was published in the summer of 1967.

Research

The HCP activities in research centered in three areas. In one, the director was asked to review and consult in the development of proposals. Researchers preparing proposals asked for regional or state data which might enhance their proposals. Occasionally a proposal under preparation was sent to the Director for review and suggestions.

Another area to which the HCP reacted was the problem of recruiting

prospective teachers for handicapped children. The Advisory Committee felt that a modern recruiting film in color and sound would be an asset to recruitment efforts. The Director wrote a proposal to the Bureau of Education for Handicapped Children which requested sufficient monies to prepare a 28-minute film entertaining in nature and which would have primary appeal to teen-agers. The proposal was funded, and this film was released in the fall of 1967 to all state departments of education in SREB states, and arrangements have been made for additional prints of the film to be loaned to interested viewers by the National Medical Audiovisual Center in Chamblee, Georgia.

The HCP was not structured to do statistical type research. Its research efforts were descriptive and questioning in nature.

Conclusion

As the appendix illustrates, the Project has been particularly active in communication and training. The duplicated and printed material supplied here are only a part of the total communication and coordination effort that has taken place. Much has been done verbally, and much has been accomplished through demonstration and observation. Much the same thing can be said of the training aspect of the Project, which has been voluminous, and which has provided the stimulus for in-service training in departments of special education, within public school systems, and among some residential institutions.

One of the major accomplishments of a program of this kind is the avoidance of duplicate efforts by the cooperating institutions. The results have been a greater efficiency which has made possible the development of new areas of specialization dealing with emotionally disturbed children and children with learning disabilities.

The preparation of the monograph, "Teachers for the South's Handicapped Children, 1964-1965," has been a major research effort and makes available data on all types of special education programs within the region. The attached questionnaires were the means used for assembling this information.

Other results were obtained: professionals have been stimulated to improve standards, resources have been developed, and guidelines have been established for state certification requirements. Of very great significance is the fine recruiting film which was prepared by a cooperative group. It

is the most tangible of the several actions taken under this project to attract capable people into the teaching of handicapped children.

Much, however, remains to be done. Some activities originally planned for this Project were not undertaken. They still have merit. Most of the training and communication devices initiated under the Project should be continued. Research activity in special education should be greatly increased. Whenever, as a result of this Project, this or that activity in the field of special education appeared suited to further research and development, it was placed in the list of recommendations for future action.

Recommendations for Future Regional Action

One of the aims of the study, "The South's Handicapped Children, 1964-65" was to convene knowledgeable groups of people to ascertain the issues pertinent to future regional activities. These groups' recommendations were based on what the HCP had accomplished during its life, the data in the current study, and what activities were pertinent to future regional action. These recommendations in capsule form are listed below.

1. The period of rapid expansion in college programs for preparing teachers and other professional personnel to educate handicapped children appears to have come to an end. The primary objective of future regional planning in special education should be to improve existing programs.

2. Consideration should be given to seek ways to utilize all resources available for teacher preparation and improvement. Planning should be started whereby college programs, local resources, state-wide, interstate, and regional resources may be utilized in an acceptable manner to prepare and improve teachers and other professionals engaged in the education of handicapped children.

3. A concerted effort should be made to improve academic programs. This might involve interaction between more developed and less developed programs of teacher education on the basis of need and geographical location.

4. The continuing education of college faculty and state-level staff should be made an integral part of regional planning. With the rapid expansion of knowledge now going on, continuing education is necessary. Better prepared college faculty and state department staff should result in a better functioning classroom teacher.

5. As new curricula develop, regional planning and cooperative implementation should be provided.

6. There should be a regional effort to set and maintain standards in teacher preparation programs. If all teacher preparation programs satisfy uniform standards, then one state would be more prone to accept certification by another state.

7. A regional effort should be made to define properly the competencies, methods of training, and proper use of teacher aides. Premature and unplanned use of such aides could cause a serious hindrance to their future use.

8. A regional effort should be made to effect a dialogue between Southern state legislators and special education leaders to make legislators aware of special education needs.

9. A regional effort should be made to improve the capability of special education personnel in state departments so they can consult more effectively in local school systems. This would have as one of its primary aims the planning and implementing of proposals utilizing all resources available to improve the

education of handicapped children.

10. Provision should be made to provide a central regional agency for communication and for research and demonstration activities.

11. A regional effort should be made to develop standards for local school special education programs. These standards, after development and refinement, could become a part of accrediting criteria of regional accrediting agencies.

APPENDIX A

A THUMBNAIL DESCRIPTION OF
--THE SREB HANDICAPPED CHILDREN PROJECT
June 1964 - August 1967

1964	CONSULTATION	COMMUNICATION
June July Aug. Sept.	P L A N N I N G	
Oct.	Advisory Committee met	Visited Washington, H.E.W.; C.E.C. Attended three-state conference on EDC Attended Ga. CEC meeting Taped two TV programs, Auburn Univ.
Nov.		Visited Univ. of Ga. and U. of S.C. Visited Dept. of Ed. in S. Carolina
Dec.		Sent out Memo on Title III and Title XI of NDEA Attended CEC regional conf., Washington, D. C. Contacted George Peabody and U. of Tenn. about out-of-state tuition arrangements for Deaf & Blind Teacher Trainees
1965		
Jan.	Consulted with 25 colleges and universities regarding fellowship proposals.	Visited George Peabody College, University of Tennessee, and State Dept. of Ed. in Tennessee
Feb.		Visited Univ. of N C., Duke Univ., Project Re-Ed. Visited State Dept. of Education in N. C. Hosted meeting on delineating role of administrators Visited Memphis State & State Dept. of Ed. in Arkansas to talk about Conway State & Arkansas State faculty cooperation

1965	CONSULTATION	COMMUNICATION
Mar.		Attended CEC national meeting
Apr.		
May		
June	Spoke at Texas Woman's Univ.; Jackson State College, Mississippi	Attended AAMD National Convention
July		Sent out Memo concerning recruitment and allotment of state fellowships to 15 state coordinators of special education
Aug.		
Sept.		
Oct.	Consulted with 15 schools preparing proposals for fellowship grants	Attended Ga. CEC state meeting Hosted long-distance conference call between 10 schools preparing teachers of emotionally disturbed children
Nov.		Attended state special education meeting in North Carolina Hosted long-distance conference call between 12 schools preparing teachers for children with learning disorders
Dec.		Attended CEC National Legislative Conference
1966		
Jan.	Hosted informal meeting of three universities preparing proposals for three special ed. Instructional Materials Center	
Feb.		Attended National Conference of Assoc. for Children with Learning Disorders
Mar.		Attended Western Interstate Commission for Higher Education Conference on Special Education Services in Sparsely Settled Areas

1966	CONSULTATION	COMMUNICATION
Apr.		Suggested participants for institute for college faculty preparing teachers of MR children to be held at Yeshiva University
May		
June		
July	Visited University of Arkansas	
Aug.	Visited Univ. of Texas, East Texas State Univ., and Texas Woman's Univ. Visited and/or consulted with several universities preparing proposals for Federal funding	Initial contact made with CEC to publish monograph on "Diagnosis of Brain Damage in School-Age Children"
Sept.	Reviewed several proposals seeking Federal funding	
Oct.	Assisted Atlanta's Fairhaven School in preparing proposal to hold workshop on physical fitness and recreation for MR	Attended Seminar for small college faculty in MR at Yeshiva Univ. (7 of 15 participants from SREB region) Attended and spoke at Western & Eastern Tennessee CEC teachers meeting Attended and spoke at National Rehab. Meeting in Denver
Nov.		
Dec.		
1967		
Jan.		Hosted small meeting of educators concerned with VRA-Secondary School mentally retarded programs CEC agrees to publish monograph titled "Diagnosis of Brain Damage in School-Age Children"
Feb.	Attended State of Texas Conference and reported on Educational Provisions for children with learning disorders in the South	Hosted meeting of ad-hoc commission reviewing and distilling out issues in monograph, Teachers for the South's Handicapped Children

1967	CONSULTATION	COMMUNICATION
Mar.	Spoke at South Carolina State CEC meeting Met with planning committee for workshops relating to health and physical fitness for MR	Hosted meeting of work conference to make recommendations and conclusions based on ad-hoc commission issues derived from monograph
Apr.	Met with planning committee for deaf Instructional Media Center Workshop Spoke at State of Oklahoma CEC meeting	
May		
June		
July	Hosted meeting of Speech People concerning PL 89-749 State Comprehensive Health Planning	
Aug.		Prepared final report of project Sent out Memo concerning PL 89-749 State Comprehensive Health Planning to State Depts. State Association of ASHA and Speech and Hearing Training Programs
Sept.		Sent out memo to members of EDC Consortia

1964	TRAINING	RESEARCH
June		
July		
Aug.		
Sept.		
Oct.	Attended planning at Univ. of Ga. - teacher training program for preschool MR child	
Nov.	Hosted meeting of seven schools preparing teachers for emotionally disturbed children	
Dec.	Hosted meeting of nine schools beginning programs for MR children Hosted meeting with James Moss and Sam Sava and college personnel concerning Federal Fellowship and R & D proposals	
1965		
Jan.		
Feb.	Hosted meeting between seven EDC schools and Dr. Edna Oakeshott of U. of London who visited all seven campuses Attended planning conferences at Univ. of South Carolina	
Mar.	Arranged for seven EDC schools to visit Univ. of Montreal Teacher Prep Program for EDC	
Apr.	Hosted meeting of 11 schools preparing teachers for the deaf	
May	Co-hosted meeting of three schools preparing teachers of the blind	

1965	TRAINING	RESEARCH
June	Co-sponsored Colloquium at Univ. of Texas concerning Advances in Special Education	Attended National CEC Professional Standards Committee Conference
July		Preparing questionnaires for survey of manpower needs in special education for the South
Aug.	Co-sponsored Workshop at George Peabody College concerning "Diagnosis of Brain Damage in School-Age Children"	
Sept.	Initial contact to convene schools preparing teachers for Children with Learning Disorders	Mailed out questionnaires for Manpower study
Oct.	Initial contact to reconvene schools preparing teachers for emotionally disturbed children	
	Sponsored meeting of three college faculty members preparing teachers of visually handicapped children at Annual Mtg. of American Printing House for the Blind	
Nov.	Hosted meeting of planning committee for 10 schools preparing teachers of emotionally disturbed children	
Dec.	Hosted meeting of planning committee for 12 schools preparing teachers of children with learning disorders	Attended CEC Regional Professional Standards Conference
1966		
Jan.		Prepared a proposal for production of a color film aiding the recruitment of prospective teachers of exceptional children

1966	TRAINING	RESEARCH
Feb.	Hosted curriculum conference of representatives of 10 schools preparing teachers of emotionally disturbed children	
Mar.	Held Institute and Planning conference of 12 schools preparing teachers of children with learning disorders	Questionnaires being readied for computer
Apr.		Attended National Conference of Special Education Administrators
May		
June		
July		Prepared tentative monograph on Manpower study Received a grant of $48,365 from USOE to produce a 30-minute color film to recruit prospective teachers of exceptional children
Aug.		Hosted meeting of Advisory Committee and Consultants Revision of Monograph, Teachers for the South's Handicapped Children Co-sponsored with Teachers College, Columbia Univ., an institute on Introducing Voc. Rehab. Content to Teacher Education Curriculums Asked for bids to produce recruiting film and forming Advisory Committee to film
Sept.		
Oct.	Met with Kennedy Foundation to confer on Regional Workshops in Physical Fitness and Recreation for the Retarded	Contacted William Morse of Michigan and Peter Knoblock of Syracuse concerning research project in selection of teacher trainees for emotionally disturbed children

1966	TRAINING	RESEARCH
Nov.	Arranged for college faculty preparing teachers for children with learning disabilities to reconvene January 5-6 in Atlanta	Hosted meeting of Advisory Committee, writer, and director of recruitment film
Dec.	Visited Univ. of Maryland and Temple University to prepare for learning disabilities meeting	
1967		
Jan.	Final arrangements made for pending 3-day institute for college faculty preparing teachers for the deaf to be held at Regional Instructional Media Center for the Deaf at University of Tennessee Hosted follow-up meeting of 14 schools preparing teachers for children with learning disorders to ready publication concerning preparation of teachers	Arrangements made for meeting with William Morse of Michigan, Peter Knobloch of Syracuse, and Frank Wilderson of Minnesota to meet with college faculty preparing teachers for emotionally disturbed children to discuss and plan joint research proposal and project
Feb.	Received $24,000 from Kennedy Foundation to state three subregional workshops in physical fitness and recreation for the MR Hosted planning committee for three subregional workshops in physical fitness and recreation for mentally retarded	Long-distance conference call between schools having EDC teacher training programs
Mar.	Reconvened children with learning disorders group in St. Louis for final reactions to papers dealing with the preparation of teachers, legal aspects and terminology, and education of children with learning disorders	Meeting between Southern educators preparing teachers of emotionally disturbed children and Morse, Knobloch, to discuss mutual research proposal

1966	TRAINING	RESEARCH
Apr.		Hosted meeting of film committee and production staff to review film
		Three subregional institutes for college faculty in special education and physical education
		Three-day institute at Univ. of Tenn. for college faculty preparing teachers of the deaf
May		Prepare proposal for new three-year special education project
		Completion of Recruiting Film
June		Further activities between Southern educators preparing teachers of emotionally disturbed children and Morse, Knobloch
July	Co-host with USOE Meeting explaining new revisions in Manual of Instructions to prepare training grants under 85-926	Publication of monograph, Teachers of the South's Handicapped Children
		Publication of monograph on children with learning disorders
Aug.		
Sept.		Arranged for meeting of EDC Consortia Committee with USOE, Bureau of Handicapped

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1C

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON SPECIAL EDUCATION PROGRAMS IN STATES

INFORMATION SUPPLIED BY:

_____ (name) _____ (address)

_____ (title) _____ (address) _____ (date)

1. Enrollments

How many pupils were receiving full-time or part-time special education and/or speech correction services in local school districts in your state at the close of the 1964-65 school year? Record each child only once either under full-time or part-time in area of exceptionality as shown below. (Full-time enrollment implies that the child is enumerated for census purposes as a member of a special education class.) (Part-time enrollment implies that the child is enumerated for census purposes as a member of a "normal" class but receives some special education service, e.g., itinerant speech correction.)

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 1

TYPES OF PERSONNEL	NUMBER OF CHILDREN RECEIVING SPECIAL EDUCATION SERVICES	
	FULL-TIME	PART-TIME
SPECIALISTS		
Speech Correctionists (excluding audiologists)		
Administrators and/or Consultants for Special Education programs		
TEACHERS OF THE		
Blind and Partially Seeing		
Crippled, including homebound and cerebral palsied		
Deaf and Hard of Hearing		
Mentally Retarded		
Gifted		
Emotionally Disturbed		
Children with Minimal Brain Dysfunction including Major Learning Disorders		
Other (specify) _____		
_____		
_____		

2. Number of Special Educators in Local School Districts and their Specialized Preparation

A. Section 1.

a. In section 1, column a below indicate by number the actual amount of special educators and/or speech correctionists (as designated below) who were employed full time by local school districts in your state at the close of the 1964-65 school year. Please combine part-time teachers into full-time equivalencies. (e.g., part-time homebound teachers.)

b. In section 1, column b below indicate whether your state currently has specialized state certification requirements for teachers and specialists in each of the areas listed below.

c. In section 1, column c indicate by number the actual amount of special educators and/or speech correctionists (as designated below) employed by local school districts who were certified under your state's certification requirements at the close of 1964-65 school year.

d. In section 1, column d if no state certification exists for personnel in the areas listed below, please estimate the number of special educators and/or speech correctionists employed full time in local school districts in your state who had sufficient formal training (a complete program of preparation) to warrant certification if it were available in the areas listed below under commonly accepted standards of certification as available in other states.

B. Section 2.

In section 2 below using current projections in your state for expansion and growth how many special educators and/or speech correctionists (as designated below) will be needed by the year 1968-69.

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 2

TYPES OF PERSONNEL	SECTION 1				SECTION 2
	a Actual No. Educators 1964-65	b State has Certification YES NO	c Number certified 1964-65	d No. qualified for certification if available	Needed No. of educators 1968-69
SPECIALISTS					
Speech Correctionists (excluding audiologists)					
Administrators and/or Consultants for Special Education programs					
TEACHERS OF THE					
Blind and Partially Seeing					
Crippled, including homebound and cerebral palsied					
Deaf and hard of Hearing					
Mentally Retarded					
Gifted					
Emotionally Disturbed					
Children with Minimal Brain Dysfunction including Major Learning Disorders					
Other (specify) _____					
_____					
_____					

3. Teacher Supply and Demand in Special Education and Related Areas

In your state and/or area which of the following statements would be most applicable for the years 1959-60; close of the academic year 1964-65; and given present plans in your state for expansion and growth please estimate the most applicable statement for the year 1968-69 in regard to the supply and demand of qualified teachers and specialists in the areas designated below. Please use the key below to indicate answers.

A = more teachers and specialists available than needed to meet demands.

B = barely adequate number of teachers and specialists available to meet demands

C = minor shortage of teachers and specialists available to meet demands.

D = definite shortage of teachers and specialists available to meet demands.

E = severe shortage of teachers and specialists available to meet demands.

TYPES OF PERSONNEL	1959-60	1964-65	1968-69
SPECIALISTS			
Speech Correctionists (excluding audiologists)			
Administrators and/or Consultants for Special Education programs			
TEACHERS OF THE			
Blind and Partially Seeing			
Crippled, including homebound and cerebral palsied			
Deaf and Hard of Hearing			
Mentally Retarded			
Gifted			
Emotionally Disturbed			
Children with Minimal Brain Dysfunction including Major Learning Disorders			
Other (specify) _____			
_____			
_____			

4. Changes in Size of Staff

How many special education and speech personnel were on the staff of your State Department of Education in 1964-65? _____ Using projected plans for expansion and growth how many special education and speech personnel do you estimate you will need in 1968-69? _____

5. Teacher and Specialist Training Needs

One technique for alleviating the continuing shortage of special educators in the South has been the continual development of training centers in each state. In your studied opinion, how many and what types of degree or non-degree complete specialized training programs (as designated below) are currently needed in your state on the undergraduate, graduate, and doctoral levels? Please indicate in the below table for each type of exceptionality and at what level which you feel competent to express an opinion.

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 5

TYPES OF PERSONNEL	SERVING YOUR STATE																	
	7 or 8 training centers			5 or 6 training centers			3 or 4 training centers			1 or 2 training centers			no training programs needed in your state					
	UN	GRA	DOC	UN	GRA	DOC	UN	GRA	DOC	UN	GRA	DOC	UN	GRA	DOC			
SPECIALISTS																		
Speech Correctionists (excluding audiologists)																		
Administrators and/or Consultants for Special Education programs																		
TEACHERS OF THE																		
Blind and Partially Seeing																		
Crippled, including homebound and cerebral palsied																		
Deaf and Hard of Hearing																		
Mentally Retarded																		
Gifted																		
Emotionally Disturbed																		
Children with Minimal Brain Dysfunction including Major Learning Disorders																		
Other (specify) _____																		
_____																		
_____																		

Please name in the order of importance the five areas (as designated above) which in your opinion should be given priority in their development. 1_____ 2_____ 3_____ 4_____ 5_____

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1B

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON COLLEGE AND UNIVERSITY PROGRAMS PREPARING SPECIAL EDUCATORS AND/OR SPEECH CORRECTIONISTS

INFORMATION SUPPLIED BY:

_____ (name) _____ (address)

_____ (title) _____ (address) _____ (date)

1. Special Education and/or Speech Correction Programs offered at your Institution

Which types of special training programs (as shown and defined below) and at what level are now being offered or are being developed at your institution? Using present plans for expansion and growth, what types of special training programs (as shown and defined below) and at what level do you estimate will be offered at your institution in 1968-69? To indicate your answers fill in the following letters in the columns designated below:

C = A complete recognized professional program preparing individuals for the specialities noted below. The individuals completing this program would warrant certification under state or national commonly accepted standards. For speech correctionists the individuals completing the program would be eligible for some type of American Speech and Hearing Association certification.

P = A partial beginning of a complete professional program is defined as an emerging developing complete professional program. In its present state it may have only one course but your institution is committed to the development of a complete recognized professional program leading to certification.

N = None, but there are definite commitments by your institution to begin a complete program in this area at a definite future date even though there are no courses being offered currently. You plan to begin offering a complete program (as defined earlier) at the (check all applicable) bachelor's ____ master's ____ specialist (6th year) ____

doctoral ____ level(s) by the year 19____.

CHART FOLLOWS ON PAGE THREE

COLUMN DESIGNATIONS FOR CHART ON FOLLOWING PAGE

B = Bachelor's level - a complete program (as defined earlier) offered primarily for undergraduate students leading to a Bachelor's degree.

M = Master's level - a complete program (as defined earlier) offered for students already having a bachelor's degree and seeking a master's degree and/or certification.

S = Specialist's level - a complete program (as defined earlier) offered for students already having a master's degree and seeking a sixth-year specialist degree and/or certification.

D = Doctoral level - a complete program (as defined earlier) offered <u>as part</u> of a doctoral degree program.

C = Complete Program

P = Partial Program

N = None now, but developing a program in the future.

O = Occasional courses, but no plans for developing a complete program.

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 1

TYPES OF TRAINING PROGRAMS	TYPES OF PROGRAMS AND LEVELS OFFERED DURING THE							
	Summer and Academic Year 1965-66				Estimated Summer and Academic Year 1968-69			
	B	M	S	D	B	M	S	D
SPECIALISTS								
Speech Correctionists (excluding audiologists)								
Administrators and/or Consultants for Special Education Programs								
TEACHERS OF THE								
Blind and Partially Seeing								
Crippled, including homebound and cerebral palsied								
Deaf and Hard of Hearing								
Mentally Retarded								
Gifted								
Emotionally Disturbed								
Children with Minimal Brain Dysfunction including Major Learning Disorders								
Other (specify) _____								
_____								
_____								
_____								

2. Students Completing Training

A. During the year, 1964-65, how many people completed a degree in Education on an undergraduate or graduate level (as defined earlier) with a major or minor in special education and/or speech correction certified to teach in one or more of the areas designated below? (Or ASHA certification for speech correctionists?) Please indicate by entering the number of degrees in appropriate places below.

B. During the year, 1964-65, how many people finished a complete program (as defined earlier) in special education and/or speech correction and were certified but were not receiving or seeking an undergraduate or graduate degree in education, or were seeking degrees in another area of the college or university? Please indicate by entering the number of degrees in appropriate places below.

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 2

TYPES OF PERSONNEL	BOTH SUMMER AND ACADEMIC YEAR 1964-1965							
	Earned a degree with a major or minor in special education and/or speech correction				Finished a complete program but not seeking a degree			
	Bach.	Mas.	Spec.	Doc.	Bach.	Mas.	Spec.	Doc.
SPECIALISTS								
Speech Correctionists (excluding audiologists)								
Administrators and/or Consultants for Special Education Programs								
TEACHERS OF THE								
Blind and Partially Seeing								
Crippled, including homebound and cerebral palsied								
Deaf and Hard of Hearing								
Mentally Retarded								
Gifted								
Emotionally Disturbed								
Children with Minimal Brain Dysfunction including Major Learning Disorders								
Other (specify) _____								
_____								
_____								
_____								

3. Enrollments--Actual and Maximal

Faculty members in special education and speech correction departments have reiterated that recruitment is a problem and that their programs could accommodate more students than are presently enrolled in them.

How many students were enrolled full time (do not include individuals who took a course in the late afternoon or on Saturdays) in planned complete programs of specialized course work (people majoring or minoring or planning to complete full specialized preparation) in the programs you direct at what levels in the areas designated below during the period September 1, 1964, to September 1, 1965?

Using your present staff and facilities as a basis, what is the maximum number of full-time students you could have accommodated in your program(s) at each level where applicable during the year 1964-65?

Using present plans for expansion and growth as a basis, estimate your actual and maximal enrollment for 1968-69. Indicate by entering numbers in the appropriate places in the table below. Please count enrollees once only.

KEY FOR CHART ON FOLLOWING PAGE

COLUMN A - Actual enrollments

COLUMN M - Maximal number which could have been accommodated

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 3

TYPES OF PROGRAMS	Reg. Acad. Year 1964-65								Attend Summer School Only 1965								Estimated attendance total nos. 1968-1969							
	Bach.		Mas.		Spec.		Doc.		Bach.		Mas.		Spec.		Doc.		Bach.		Mas.		Spec.		Doc.	
	A	M	A	M	A	M	A	M	A	M	A	M	A	M	A	M	A	M	A	M	A	M	A	M
SPECIALISTS																								
Speech Correctionists (excluding audiologists)																								
Administrators and/or Consultants for Special Education Programs																								
TEACHERS OF THE																								
Blind and Partially Seeing																								
Crippled, including homebound and cerebral palsied																								
Deaf and Hard of Hearing																								
Mentally Retarded																								
Gifted																								
Emotionally Disturbed																								
Children with Minimal Brain Dysfunction including Major Learning Disorders																								
Other (specify) _____																								
_____																								
_____																								
_____																								

4. Teacher Supply and Demand in Special Education and Related Areas

In your state and/or area which of the following statements would be most applicable for the years 1959-60; close of the academic year 1964-65; and given present plans in your state for expansion and growth please estimate the most applicable statement for the year 1968-69 in regard to the supply and demand of qualified teachers and specialists in the areas designated below. Please use the key below to indicate answers.

A = more teachers and specialists available than needed to meet demands.

B = barely adequate number of teachers and specialists available to meet demands.

C = minor shortage of teachers and specialists available to meet demands.

D = definite shortage of teachers and specialists available to meet demands.

E = severe shortage of teachers and specialists available to meet demands.

TYPES OF PERSONNEL	1959-60	1964-65	1968-69
SPECIALISTS			
Speech Correctionists (excluding audiologists)			
Administrators and/or Consultants for Special Education programs			
TEACHERS OF THE			
Blind and Partially Seeing			
Crippled, including homebound and cerebral palsied			
Deaf and Hard of Hearing			
Mentally Retarded			
Gifted			
Emotionally Disturbed			
Children with Minimal Brain Dysfunction including Major Learning Disorders			
Other (specify) _____			
_____			
_____			

5. Enumeration of Staff

How many full-time equivalent staff members* (including a director, if appropriate) held special education and/or speech correction teaching positions (as designated below) in your program at the close of the 1964-65 academic year?

How many full-time equivalent staff members (including a director, if appropriate) do you estimate your program will require in the year 1968-69? Please combine part-time faculty into full-time equivalents where appropriate or show by fraction amount of time a faculty member devotes to an area designated below. Include administrative duties closely connected to special education and/or speech correction programs as time devoted to these programs. That is, a faculty member devoting $\frac{1}{2}$ of his total time to special education would be enumerated as a $\frac{1}{2}$ full-time equivalent staff member.

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*PLEASE READ CAREFULLY BEFORE FILLING IN THE TABLE

Do not include (1) faculty who teach related course work such as general education, psychology, mental health, guidance, remedial reading, arts & crafts, or (2) research workers, or (3) demonstration teachers. Include only persons teaching specialized courses or workshops designed specifically for specialists in the area of special education and/or speech correction.

CHART FOLLOWS ON NEXT PAGE

CHART FOR QUESTION NUMBER 5

TYPES OF PERSONNEL	FULL-TIME EQUIVALENT STAFF MEMBERS	
	1964-65	Estimated 1968-69
SPECIALISTS		
Speech Correctionists (excluding audiologists)		
Administrators and/or Consultants for Special Education Programs		
TEACHERS OF THE		
Blind and Partially Seeing		
Crippled, including homebound and cerebral palsied		
Deaf and Hard of Hearing		
Mentally Retarded		
Gifted		
Emotionally Disturbed		
Children with Minimal Brain Dysfunction including Major Learning Disorders		
Other (specify) _____		
_____		
_____		

6. Enumeration of Current Faculty

Please complete the following information on any personnel who teach courses in the program you direct.

NAME	RANK	HIGHEST DEGREE EARNED	AMOUNT OF TIME DEVOTED TO SP. ED./ SPEECH CORR.	MAJOR AREA(S) OF SPECIALIZATION

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1F

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON EDUCATORS AT RESIDENTIAL FACILITIES FOR THE MENTALLY RETARDED

INFORMATION SUPPLIED BY:

_____ (name) _____ (address)

_____ (title) _____ (address) _____ (date)

1. A. What was the total number of boys and girls (ages 4 through 18) residing at your facility as of July 1, 1965? _____

   B. What was the enrollment of pupils regularly attending school and taught by teachers at your facility for the academic year 1964-65? _____ Total

   _____ Educable mentally retarded _____ Trainable mentally retarded

   _____ Emotionally disturbed (when in separate classes)

2. How many educators* were employed by your facility at the close of the 1964-65 school year? How many such personnel do you anticipate will be employed in 1968-69? (Indicate below:)

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators*		
B. Classroom teachers (only) of the:		
educable mentally retarded		
trainable mentally retarded		
emotionally disturbed children (when in separate classes)		
C. All other educators		

*Include here all educators: classroom, vocational, and music teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

3. Expansion and Replacement of Teaching Staff:

A. For each of the past five school years, how many classroom teachers (i.e. only category 2B above) were added to your staff to allow for expansion and replacement?

63-64____ 62-63____ 61-62____ 60-61____ 59-60____

B. In the next five years, what do you anticipate will be the average number of classroom teachers per year who will be added to your staff to allow for expansion and replacement? _____

4. Specialized Preparation:

A. How many of your classroom teachers employed at the close of the 1964-65 school year were fully trained, partially trained, and untrained in terms of specialized course work in the education of the mentally retarded? (Indicate the number below:)

_____Fully trained (Complete program of specialized course work certified)

_____Partially trained (Partial programs of specialized course work not certified)

_____Untrained (No specialized course work)

B. Of the classroom teachers recently employed (last two years) how many were fully trained, partially trained, and untrained prior to being added to your staff? (Indicate the number below:)

_____Fully trained (Complete program of specialized course work certified)

_____Partially trained (Partial program of specialized course work not certified)

_____Untrained (No specialized course work)

5. Educator Supply and Demand for Children Who Are Mentally Retarded:

In your school program which of the following statements would be most applicable for the year 1964-65; and using present plans for expansion and growth, please estimate for the year 1968-69 in regard to the supply and demand of qualified teachers and specialists in the areas designated below. Please use the key below to indicate answers.

A = more teachers and specialists available than needed to meet demands.

B = barely adequate number of teachers and specialists available to meet demands.

C = minor shortage of teachers and specialists available to meet demands.

D = definite shortage of teachers and specialists available to meet demands.

E = severe shortage of teachers and specialists available to meet demands.

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators*		
B. Classroom teachers (only) of the:		
educable mentally retarded		
trainable mentally retarded		
emotionally disturbed children (when in separate classes)		
C. All other educators		

6. Do you think that the preparation of a teacher of educable and/or trainable children in a state institution school facility should be different than the preparation of a teacher of educable and/or trainable children in a public school facility? _____ If your answer is yes, please elaborate.

7. Do you have any classes in your educational program for emotionally disturbed children? YES _____ NO _____

8. If trained teachers were available for classes for emotionally disturbed children how many such trained teachers would your school employ by 1968-69?
_____

*Include here all educators: classroom, vocational, and music teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1G

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON EDUCATORS IN RESIDENTIAL FACILITIES SERVING EMOTIONALLY DISTURBED AND/OR SOCIALLY MALADJUSTED CHILDREN

INFORMATION SUPPLIED BY:

_____ (name) _____ (address)

_____ (title) _____ (address) _____ (date)

1. A. What was the total number of boys and girls (ages 4 through 18) residing at your facility as of July 1, 1965? _____

   B. What was the enrollment of pupils regularly attending school and taught by teachers at your facility for the academic year 1964-65? _____

2. How many educators* were employed by your facility at the close of the 1964-65 school year? How many such personnel do you anticipate will be employed in 1968-69? (Indicate below:)

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators*		
B. Academic (classroom) teachers only		
C. All other educators		

3. Expansion and Replacement of Teaching Staff:

   A. For each of the past five school years, how many academic teachers (i.e. only category 2B above) were added to your staff to allow for expansion and replacement?

   63-64____ 62-63____ 61-62____ 60-61____ 59-60____

   B. In the next five years, what do you anticipate will be the average number of academic teachers per year who will be added to your staff to allow for expansion and replacement? _____

*Include here all educators: academic, vocational, and music teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

4. Specialized Preparation:

How many of your academic teachers employed at the close of the 1964-65 school year held a college degree or better?

_____Total _____in Education _____in other fields

A. How many of your classroom teachers employed at the close of the 1964-65 school year were fully trained, certified, partially trained, and untrained in terms of specialized course work in the education of the emotionally disturbed and/or socially maladjusted child? (Indicate the number below:)

_____Fully trained (Complete program of specialized course work in the education of emotionally disturbed children certified)

_____Partially trained (Partial program of specialized course work not certified)

_____Untrained (No specialized course work in the education of emotionally disturbed children)

B. Of the classroom teachers recently employed (last two years) how many were fully trained, partially trained, and untrained prior to being added to your staff? (Indicate the number below:)

_____Fully trained (Complete program of specialized course work in the education of emotionally disturbed children certified)

_____Partially trained (Partial program of specialized course work not certified)

_____Untrained (No specialized course work in the education of emotionally disturbed children)

5. Educator Supply and Demand for Children Who Are Emotionally Disturbed and/or Socially Maladjusted:

In your school program which of the following statements would be most applicable for the year 1964-65; and using present plans for expansion and growth, please estimate for the year 1968-69 in regard to the supply and demand of qualified teachers and specialists in the areas designated below. Please use the key below to indicate answers.

A = more teachers and specialists available than needed to meet demands.

B = barely adequate number of teachers and specialists available to meet demands.

C = minor shortage of teachers and specialists available to meet demands.

D = definite shortage of teachers and specialists available to meet demands.

E = severe shortage of teachers and specialists available to meet demands.

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators*		
B. Academic (classroom) teachers only		
C. All other educators		

*Include here all educators: academic, vocational, and music teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1D

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON EDUCATORS IN RESIDENTIAL SCHOOLS FOR THE HEARING HANDICAPPED

INFORMATION SUPPLIED BY:

_____ (name) _____ (address)

_____ (title) _____ (address) _____ (date)

1. What was the enrollment of your school at the close of 1964-65 school year?

_____ Total _____ Deaf _____ Hard of hearing

2. How many educators* were employed by your school at the close of the 1964-65 school year? How many such personnel do you anticipate will be employed in 1968-69? (Indicate below:)

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators*		
B. Academic (classroom) teachers of the:		
deaf & hard of hearing (combined classes)		
deaf (only)		
hard of hearing (only)		
C. Teachers of the deaf-blind**		
D. Teachers of the multiply handicapped (Other than deaf-blind, e.g. deaf-mentally retarded)		
E. All other educators		

*Include here all educators: academic, vocational, & home economic teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

**If yours is a combined residential school for the deaf and the blind, please report these specialists only once, and on this form, not on Form HCP-1E which covers state residential schools for the visually handicapped.

3. Expansion and Replacement of Teaching Staff:

A. For each of the past five school years, how many academic teachers (i.e. only category 2B above) were added to your staff to allow for expansion and replacement?

63-64____ 62-63____ 61-62____ 60-61____ 59-60____

B. In the next five years, what do you anticipate will be the average number of academic teachers per year who will be added to your staff to allow for expansion and replacement? _____

4. Specialized Preparation:

A. How many of your academic teachers employed at the close of the 1964-65 school year were fully trained, partially trained, and untrained in terms of specialized course work in the education of the deaf and hearing handicapped? (Indicate the number below:)

_____Fully trained (Holds a CEASD Class A certificate)

_____Partially trained (Holds a CEASD Class B certificate)

_____Untrained (No specialized course work)

B. Of the academic teachers recently employed (last two years) how many were fully trained, partially trained, and untrained prior to being added to your staff? (Indicate the number below:)

_____Fully trained (Holds a CEASD Class A certificate)

_____Partially trained (Holds a CEASD Class B certificate)

_____Untrained (No specialized course work)

5. Educator Supply and Demand for Children Who Are Hearing Handicapped:

In your school program which of the following statements would be most applicable for the year 1964-65; and using present plans for expansion and growth, please estimate for the year 1968-69 in regard to the supply and demand of qualified teachers and specialists in the areas designated below. Please use the key below to indicate answers.

A = more teachers and specialists available than needed to meet demands.

B = barely adequate number of teachers and specialists available to meet demands.

C = minor shortage of teachers and specialists available to meet demands.

D = definite shortage of teachers and specialists available to meet demands.

E = severe shortage of teachers and specialists available to meet demands.

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators*		
B. Academic (classroom) teachers of the:		
deaf & hard of hearing (combined classes)		
deaf (only)		
hard of hearing (only)		
C. Teachers of the deaf-blind**		
D. Teachers of the multiply handicapped (Other than deaf-blind, e.g. deaf-mentally retarded)		
E. All other educators		

*Include here all educators: academic, vocational, & home economic teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

**If yours is a combined residential school for the deaf and the blind, please report these specialists only <u>once</u>, and on <u>this form</u>, <u>not</u> on Form HCP-1E which covers state residential schools for the visually handicapped.

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1A

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON TRAINING PROGRAMS FOR SPECIAL EDUCATORS AND/OR SPEECH CORRECTIONISTS

INFORMATION SUPPLIED BY:

Name of President _____ _____ (name)

Name of College _____ _____ (title)

Address _____ _____ (date)

1. Does your college or university now offer any course work in any area of special education and/or speech correction? YES _____ NO _____

2. If you have answered YES, please list the name(s) and title(s) of the individual(s) who is responsible for special education and/or speech correction training and to whom you are forwarding the packet of instructions and questionnaires. If you are not forwarding the packet to this individual please explain and list the name of the individual receiving the packet.

Name of responsible faculty member, e.g., John S. Jones, Ed.D.

Title, e.g., Director of Special Education

If the speech correction program is under a separate director, please list his name and title.

Name of faculty member responsible for speech correction program, e.g., Sam Smith, Ph.D.

Title, e.g., Director of Speech and Hearing Clinic

3. If you have answered NO in question 1, it is important for this study to know if your institution has any future plans to offer any course work in any area of special education and/or speech correction.

YES _____ NO _____ Approximately which year (circle)

1965-66 1966-67 1967-68

If your answer is YES, please give us the name of the individual who is responsible for planning in the area of special education. We plan to contact this person sometime in the future.

_____

Name of individual responsible for future development of special education and/or speech correction at your school.

_____

Title, e.g., Dean of the College of Education

_____

Southern Regional Education Board

SOUTHERN REGIONAL SPECIAL EDUCATION STUDY

FORM HCP-1E

RETURN TO: Stanley E. Fudell, Director
Handicapped Children Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

INFORMATION ON EDUCATORS IN RESIDENTIAL SCHOOLS FOR THE VISUALLY HANDICAPPED

INFORMATION SUPPLIED BY:

_____ (name) _____ (address)

_____ (title) _____ (address) _____ (date)

1. What was the enrollment of your school at the close of 1964-65 school year?

   _____Total _____Educationally blind* _____Educationally partially seeing*

2. How many educators** were employed by your school at the close of the 1964-65 school year? How many such personnel do you anticipate will be employed in 1968-69? (Indicate below:)

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators**		
B. Academic (classroom) teachers of the:		
blind & partially seeing (combined)		
blind (only)		
partially seeing (only)		
C. Teachers of the deaf-blind***		
D. Teachers of the multiply handicapped (Other than deaf-blind, e.g. blind-mentally retarded)		
E. Peripatology		
F. All other educators		

*"Educationally blind" includes all those who use or will use Braille; "educationally partially seeing" includes all those who use or should use enlarged ink print.

**Include here all educators: academic, vocational, and music teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

***If yours is a combined residential school for the deaf and the blind, please report these teachers once only, on Form HCP-1D sent to the superintendents of the deaf programs, not on this form.

3. Expansion and Replacement of Teaching Staff:

A. For each of the past five school years, how many academic teachers (i.e. only category 2B above) were added to your staff to allow for expansion and replacement?

63-64____ 62-63____ 61-62____ 60-61____ 59-60____

B. In the next five years, what do you anticipate will be the average number of academic teachers per year who will be added to your staff to allow for expansion and replacement? _____

4. Specialized Preparation:

A. How many of your academic teachers employed at the close of the 1964-65 school year were fully trained, partially trained, and untrained in terms of specialized course work in the education of the visually handicapped? (Indicate the number below:)

_____Fully trained (AAIB "A" teachers' certificate)

_____Partially trained (AAIB "B" teachers' certificate)

_____Untrained (No specialized course work)

B. Of the academic teachers recently employed (last two years) how many were fully trained, partially trained, and untrained prior to being added to your staff? (Indicate the number below:)

_____Fully trained (AAIB "A" teachers' certificate)

_____Partially trained (AAIB "B" teachers' certificate)

_____Untrained (No specialized course work)

5. Educator Supply and Demand for Children Who Are Visually Handicapped:

In your school program which of the following statements would be most applicable for the year 1964-65; and using present plans for expansion and growth, please estimate for the year 1968-69 in regard to the supply and demand of qualified teachers and specialists in the areas designated below. Please use the key below to indicate answers.

A = more teachers and specialists available than needed to meet demands.

B = barely adequate number of teachers and specialists available to meet demands.

C = minor shortage of teachers and specialists available to meet demands.

D = definite shortage of teachers and specialists available to meet demands.

E = severe shortage of teachers and specialists available to meet demands.

TYPES OF EDUCATORS	ACTUAL 1964-65	ESTIMATED 1968-69
A. Total number of educators**		
B. Academic (classroom) teachers of the:		
blind & partially seeing (combined)		
blind (only)		
partially seeing (only)		
C. Teachers of the deaf-blind***		
D. Teachers of the multiply handicapped (Other than deaf-blind, e.g. blind-mentally retarded)		
E. Peripatology		
F. All other educators		

**Include here all educators: academic, vocational, and music teachers, physical educators, principal, superintendent, business educators, remedial teachers, etc.

***If yours is a combined residential school for the deaf and the blind, please report these teachers once only, on Form HCP-1D sent to the superintendents of the deaf programs, not on this form.

6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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ABSTRACT

800 This final report describes the aims, objectives, purposes, methods and
801 results of a three-year project which dealt with regional activities (15 state
802 area) pertinent to the education and training of handicapped children. Some
803 of the activities described were the mutual development by representatives of
804 universities of the two evolving curricula preparing teachers for emotionally
805 disturbed children and children with learning disorders. Also elaborated
806 on were the activities which attempted to introduce new knowledge to college
807 faculty preparing teachers for handicapped children and state department
808 personnel who consult with local school special education programs. Some of
809 these activities were seminars: on work-study mentally retarded secondary
810 school programs; diagnosis of brain damage in school age children; special
811 education colloquium for college administrators from institutions of higher
812 education beginning special education teacher programs; three sub-regional
813 workshops on physical fitness and recreation for the retarded for state level
814 personnel and college faculty from both disciplines of physical and special
815 education; on new instructional media for the deaf for college and residential
816 school faculty; and other forms of communication and consultation. In addition
817 a study was made of the number of handicapped children in the South receiving
818 special education services, number of classroom teachers available to man
819 special education classes, number of teachers and other professional
820 being certified and/or graduated, and estimated needs for the immediate future.
821 This project is an example of professionals regionally cooperating through the
822 Handicapped Children Project of the Southern Regional Education Board across a
15 state region to meet the needs of handicapped children.